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ABSTRACT

The most commonly used calendar cycles are described in this paper, with a focus on the advantages and disadvantages of each. Calendar options include the following plans: 45-15 block and staggered, flexible 45-15, 60-20 block and staggered, 90-30 staggered, Concept 6, 60-15, Concept 8, trimester, quinmester, Concept 16, Concept 12, multiple access, flexible all-year, and personalized continuous year. Four variations that have not been implemented are also described: the Living Learning System; Flexi-Term Plan; Concept 7 or 9 Plan; and additional modifications. Fifteen figures and attendance patterns of the various tracks are included. National statistical summaries of public schools engaged in year-round education for the years 1990-91 and 1991-92 are presented. (LMI)

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YEAR–ROUND EDUCATION:

CALENDAR OPTIONS

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NATIONAL STATISTICAL SUMMARIES OF PUBLIC SCHOOLS

	1990-91	1991-92
I. PUBLIC SCHOOLS - Year-Round Education Involvement		
Number of states	22	23
Number of districts nationally	152	204
Number of elementary schools	750	1,281
Elementary school enrollment	630,509	966,489
Number of junior high/middle schools	51	142
Junior high/middle school enrollment	65,522	129,508
Number of high schools	53	205
High school enrollment	37,143	196,579
Number of special/atypical schools	5	18
Special school enrollment	486	3,345
Total number of public schools	859	1,646
Total enrollment	733,660	1,345,921
II. PRIVATE SCHOOLS - Year-Round Education Involvement		
Districts	0	11
Total number of private schools	13	22
Total enrollment	2,401	3,914
III. NATIONAL TOTALS - Year-Round Education Involvement		
Total number public and private school	872	1,668
Total public and private enrollment	736,061	1,349,835
IV. CANADA - Year-Round Education Involvement		
Number of schools	0	1
Enrollment	0	107

YEAR-ROUND SCHOOL PLANS

1840-1900	Extended school year
1904	Four Quarter Plan
1963	Trimester
1968	Renewal of Four Quarter Plan
1968-1970	45-15 Multi-Track
1970	Quinmester
1972	Flexible All Year
1974	Concept 6
1976	60-20 Multi-Track
1980	90-30 Multi-Track
1984	Shift to Single Track
1985	60-15 Five Track
1986	New Innovations

CALENDARS FOR YEAR-ROUND EDUCATION

The most commonly used calendar cycles are outlined below. Each needs much more explanation. In addition, several "paper plans," currently not operational, but still sound designs, are listed as potential catalysts for those creative leaders who may be willing to assist in the movement out of the propeller stage, through the jet era, and into the space age. The plans follow:

I. The Quarter Plan

One of the best known plans, and perhaps easiest to understand, is the quarter system, the first year-round calendar implemented in the early 1900's, soon after the adoption nationwide of a fairly common nine-month school pattern. The Quarter Plan divides the calendar into 4 twelve week periods of time: fall, winter, spring, summer. Students may select, or are assigned to any combination of three of the four quarters. They may attend the fourth on a voluntary basis, either on or off campus, if there is a desire. The curriculum is organized so that each quarter is a separate entity. The course begins and ends within the twelve week period. In social studies and English programs, there usually are a series of separate or related mini courses. In sequential subjects, the curriculum is developed in a I, II, III quarter basis to complete a year of work. One advantage this system has is the longer vacation period for those who wish to work; they can also work in the fall, winter, or spring, rather than the summer. Ski enthusiasts enjoy the calendar, especially if they live in a mountain area where they can work in ski resorts, be on the ski patrol, be a member of the ski team, and ski throughout the winter. It has the disadvantage of a long twelve-week breaks for those who wish shorter vacations more often during the year, and has the built-in "learning loss" potential of the traditional calendar.

IIa. The 45-15 Block Plan

This calendar is one of the easiest to implement, especially at the elementary level. The 45-15 block, or single-track plan, divides the year into 4 nine-week terms, separated by 4 three-week vacation periods. The entire student body commonly begins the school year sometime in July, and attends together for nine weeks; then everyone, including staff, takes a three-week vacation. They return for another nine-week term, and then repeat the vacation pattern. This sequence repeats twice more, thus providing the usual thirty-six weeks of school.

A feature of this plan is the provision for exciting intersessions. During the three-week period when students and staff are on vacation, volunteers may return to school for special one, two, or three-week sessions. Traditional curriculum can be offered, but more important is the opportunity to provide elective creative on-campus and off-campus learning opportunities, especially expanding the curriculum in the areas of the arts, the environment, ecology, and other fields which previously have not been emphasized, and to cooperatively utilize the resources, the talents, and the programs of agencies and organizations, businesses, and industries in the communities.

This plan does not save space, but it does not cost more, breaks up the long summer vacation, and may contribute to the elimination of the "learning loss" common in the long vacation pattern calendars. The nine-week/three week pattern is not always pure, depending upon the dates of Christmas and other required holidays. Some sequences will follow the 45 days in, 15 days out; other terms may see a 47-day, 13-day arrangement, or a 10-week, 4-week pattern developed around the Thanksgiving and Christmas periods.

IIb. The 45-15 Staggered Plan

The 45-15 staggered is the same as the 45-15 block or single track, with one major exception. In this plan there are normally four groups of students, though it can be implemented with only two or three tracks. Students are placed in one of four groups and rotate their vacations. While groups A, B. and C, are in school, Groups D is on vacation. When D returns, A goes on vacation. The rotation continues every three weeks, thus providing for 33 percent additional space in the school. Students follow nine weeks in and three weeks out on vacation, as in the block plan. Each track has its own 45-15 schedule. Teachers follow the track schedule of their students, or they can jump tracks and teach twelve months.

This plan allows an elementary school built for 600 to house 800 students. The plan will work at the secondary level, but has been more popular in elementary schools. The advantages and disadvantages of the staggered plan are generally the same as with the block, except that saving space is a feature in the staggered approach, while teachers sharing rooms, lack the storage space, and multi tracked classes have been cited as additional disadvantages. Intersessions can be conducted as on the block arrangement, but often space requirements dictate that most intersessions must be held on off-campus sites.

IIc. The Flexible 45-15 Plan

This plan can be operated on either the single or multiple track system. It basically has all the advantages of the two other 45-15 approaches; the mechanics and scheduling are similar; however, the flexible plan has one big additional advantage, in that the curriculum is individualized. This provides for many more learning opportunities for students, and humanizes the calendar for families.

Creative intersessions are essential in this plan. Students basically follow the traditional 9-3 pattern; however, because the curriculum is individualized, if they need to vacation in the middle of a nine-week block, or if they need four or five weeks for vacation, instead of three, or if they have long, long periods of illness, there is no problem. The approach is more personalized; therefore; students and families have the flexibility of coming and going as needed. Thus, with flexible nine-week terms and intersessions, this plan has the advantage of the flexible all-year calendar, yet provides the basic structure of the 45-15 for the majority of students, and administrative convenience.

III The 60–20 Plan Block Plan or Staggered Plan

This is a variation of the 45–15. Instead of attending school 45 days and then vacationing for 15 days, students attend for 60 days, and then vacation for 20 days. The student rotates through the year until he/she has had three 60–day terms and three twenty 20–day vacations. The length of the 60–20 terms can be varied according to holidays and state attendance regulations. It can be conducted with a block concept (see 45–15 block) or a staggered concept (see 45–15 staggered). It has become a good compromise for those who want longer teaching and vacation periods without reverting to the quarter or semester length. It appears to be the most popular as we enter the 1990's.

IV. The 90–30 Staggered Plan

There are two 90–day semesters, separated by a 30–day vacation period. Schools will be closed during the traditional winter vacation. Spring vacation will be incorporated into the vacation pattern. Children attending will be divided into four groups. Three of the groups will attend school at one time. This plan , like the 60–20 and 45–15 plans provides for an additional 33% of space.

V. The Concept 6 Plan

Concept 6 has been used successfully at both the elementary and secondary levels. It is the best spacesaver of the current year–round calendars. If implemented on a mandated basis. Students are divided into three groups. One group is always on vacation, thus providing a considerable amount of space. A high school built for 1600 can house 2400 under a mandated Concept 6 plan.

Concept 6 provides for six terms of approximately 43 days each. Students attend four of the six, but attend each two of their four terms consecutively. As an illustration, Group A may begin in July; they attend 43 days; they are then joined by Group B for another 43 days. Then Group C enters, but Group A, having completed its 86 days, goes on vacation for 43 days.

The plan provides for 160 or more days. In states where 175–180 days are required, the additional days can be made up by overlapping the groups on half–day sessions the first and last days of each term, or through independent study and intersession programs, and/or through creative off–campus activities. In states where the number of minutes per year can be subtracted for the number of days, Concept 6 can operate effectively for 164 days a year for each track by extending the minutes per day, thus preventing double shifting or independent study requirements for a given number of days.

VI. The 60–15 Plan

This five–track plan borrows from both the 45–15 and 60–20 plans in that the instructional period is 60 days and the vacation period is 15 days. By rearranging the instructional days , a common summer vacation of three to four weeks can be given to all students and faculty. Implementation of a five track plan necessates a large school to accommodate five tracks or use of combination grade classes.

The Orchard Plan is a modification of the 60–15 where all tracks are present but 20% of the students in each class are on vacation for 15 days while the rest of the class is in session.

VII. The Concept 8 Plan

In Concept 8, the year is divided into 8 six-week blocks of time. If it is a voluntary plan, students choose any six of the eight terms. If it is a mandatory program, students are assigned to six terms to balance the enrollment; usually terms 1 and 5, 2 and 6, 3 and 7, and 4 and 8 are paired, with students following the two assigned as their vacation cycle. Exceptions are made on an appeal basis for individual needs.

The plan only requires that the curriculum be placed in six-week units. This makes it appealing to secondary programs. It is a good compromise between elementary and secondary levels, as it can be used effectively K-12. Six weeks is usually long enough for most vacations, but not long enough to create extended learning loss. For students and families who need a twelve-week vacation, 2 six-week terms can be put together back-to-back in either the fall, winter, spring, or summer; or two periods of six weeks each may be selected any time during the year. Students who wish to extend their school opportunities can attend seven of the eight, or all eight, as school is open 48 weeks; they still have vacation time at Christmas, Thanksgiving, Fourth of July, and other such periods which total the remaining four weeks of the year. Further, Concept 8 at the secondary level blends well with those elementary and junior high schools already on the 45-15 plan. At least two of the 4 three-week periods can fall within the six-week vacation sessions.

VIII. The Trimester Plan

The Trimester has been attempted off and on over the years. The true year-round trimester version has never stuck in the public schools. It calls for three equal semesters throughout the year. Students select or are assigned to two of the three semesters. A difficulty of this plan is that under most state attendance laws, the Trimester does not work, as there are not enough calendar days to provide for three 88-90 day terms. It can be done by independent study or more time in school each day, as with Concept 6.

IX. The Quinmester Plan

The Quinmester Plan offers 5 nine week semesters, or terms, or blocks of time. Students attend any of four of the five if its voluntary, or as assigned four of the five mandated. This plan has been particularly popular at the high school level, especially those high schools which already have strong summer school programs which can be easily converted to a nine week semester.

The faculty must put each course into a nine week package so that the students begin and end the course within the nine week period. This is essential, as a student may register for Quin I and II, take vacation during Quin II, and then return for Quin IV and V. Any combination of Quins is possible. Those students who must have the traditional nine-month calendar sign up for the four Quins that best parallel September to June.

X. The Concept 16 Plan and Concept 12 Plan

Concept 16 and Concept 12 are basically the same, except for calendar variations. They both are a variation of 45-15. However, the potential flexibility is much greater. Concept 16 consists of 16 three week curriculum modules. Students select or are assigned to 12 of the 16 for their basic 36 weeks. They may attend additional three week modules if they wish. Concept 12 consists of 12 four week modules. Students select nine of the 12.

With the curriculum in three week modules, students potentially have the option of entering or leaving school at any three week interval. For vacations, they have the potential of short three week breaks, or six, nine, or twelve weeks off, if they select consecutive modules. If the school is overcrowded, Concept 16 can save 33 percent space on the basis of three assigned tracks.

In the best current example of Concept 16, most students and faculty follow a 45–15 schedule; that is, in school nine weeks, off three weeks. In Concept 12, they stay in eight weeks and are out four weeks.

XI. The Multiple Access Plan

The Multiple Access Plan has some of the characteristics of the staggered 45–15, some from the flexible 45–15 plan, and some from Concepts 12 and 16. Basically, it is a variation of a 45–15 calendar.

In the multiple access, as first proposed, courses run for nine weeks; however, rather than starting and ending all courses at the same time, opening and closing dates are staggered on a three-week interval. Some classes start, for example, July 10. Others start on three-week intervals later in the summer. Nine weeks later, the courses started July 10 are completed, so those students and instructors are free to select new courses, go on vacation, or jump tracks and take a variety of course all with different starting dates. This means that students can start or stop their school attendance at any three week period that follows their nine weeks of courses, or can put several three weeks together for an extended vacation. This approach helps to reduce the multi-track teaching in secondary 45–15 schools.

XII. The Flexible All-Year Plan

The Flexible All-Year Plan is gaining in consideration. Basically, this plan calls for school to be open approximately 240 days per year. In states where Saturday and Sunday are now legal schooldays, and where only approximately 13 holidays require schools to be closed, in theory, a school could be open about 250 days per year. No one has yet achieved that potential.

To operate this plan, teachers must be willing to individualize learning. It will not work with ridged group-paced teaching. When the curriculum is individualized and this plan is adopted for approximately 240 days a year, parents, students, and even teachers in the most flexible plans, have three choices: 1. They may attend all 240 days if that is desirable -- thus additional learning opportunities are available, although only 175 days are required; or 2. they may attend only the 175 required days, but these may be spread over the 240 -- this is possible because the curriculum is individualized. Families may select time off they desire on an in and out basis throughout the year; or 3. if a family needs or insists upon the traditional nine-month calendar, they can start by a set date in September and finish by an agreed upon date in June -- 175 days after they start.

This plan is a great asset related to illness too: students never are behind; they never miss school (related to the required 180 days), they have an additional 65 days to attend. This can increase ADA for districts, too. When students go to grandma's for a few days in February, they can still equal their 180 day total by attending in August.

In some versions, the majority still use the traditional curriculum but have developed methods by which students can move in and out of the program. Reading, for example, provides for individual student folders and progress charts which allow a student to move through the reading materials at his or her own rate. Other versions are similar, but have developed more curriculum packages; students can work through a package when in school, and/or can interrupt the package to be on vacation.

XIII. The Personalized Continuous-Year Plan

This is by far the most advanced of the current plans and is not in operation on a pure basis. It requires a truly personalized curriculum, and a firm organization to conduct this calendar. It was developed at the Wilson Laboratory School in Mankato, Minnesota (now closed). The Wilson School and the current St. Paul Open School in St. Paul, Minnesota, have illustrated the personal curriculum and flexible organization necessary to conduct this calendar. For complete description, see Clines Educational Futures III: Change and Reality, Anvil Press, Millville, Minnesota.

This plan is difficult, generally impossible, to sell district wide in a large district, or even schoolwide in a large high school of 2,000 to 3,000. However, it works beautifully as a school-within-a-school, or if one school is selected and made voluntary enrollment for the district or a neighborhood cluster. It requires teachers who not only are ready to individualize, but to personalize. There are no required course for everyone, no fourth-grade curriculum, no subjects that are essential as a group. Each student, K-12, assisted by parents and school staff, selects a personalized program designed just for that student. Then the methods are individualized.

Students may drop in, drop out, speed up, slow down, start, stop, interrupt any time during the year. There is group interaction, but on a small group interest and need basis. There is no large group except as a common thread presentation. The school is open approximately 240 days. Students may attend all 240 days or may come and go throughout the year as long as they are making an effort to reach toward the 175 days. A great deal of learning in this plan occurs off campus; the universe is considered the classroom.

It is a practical, viable year-round plan. It had been widely implemented because people look at it through a win/lose lens--either all or none adopt it. Since the majority are usually not ready for the plunge, it is turned down. However, in every district, in most every school, there is a critical mass minority ready to begin. The key to adopting this plan is to provide for it to begin with a minority group of excited, voluntary, dedicated staff, students and parents.

This plan can save space on a voluntary/mandatory basis. That is, students are told that most all must take some time off between September-June, and be in school part of the June-September period. Student select vacations on a first, second, third choice. All are guaranteed first choice for a least 3-4 weeks of the year. The enrollment is based on a flexible basis.

XIV. The Potpourri of Plans

There are dozens of other year-round plans which have either been proposed on paper but never implemented , or implemented for a short time and dropped, or which are in operations, but are merely local variations of some of the more common plans. Following, a few examples of these are described. They all have potential merit for implementation in the near future; or for providing a suggestive stimulus to creative year-round inventors who wish to devise new and better plans or are of historical significance.

a. The Living Learning System

This is by far the most exciting, most advanced year-round system yet designed. It was ready for implementation in the spring of 1975 in the proposed Minnesota Experimental City, which, unfortunately, was after six years of planning, not given the go-ahead by the 1973-74 version of the Minnesota legislature. The city was the living-learning laboratory. It was truly a flexible, continuous life-long learning system. Many parts of the plan are adaptable to current year-round schools. (See Barnes, Living Learning Systems, Phi Delta Kappa Fastback Series.)

b. The Flexi-Term Plan

Basically, this plan provides for a series of flexible terms, most of which are not of common length. It is a cross between the Quinmester in its most conservative form, and the Flexible All-Year in its most liberal form. In the former, a school can offer, for example, 4 nine-week terms, a six-week term, a four-week term, and several one-week combination of varying-length terms which add up to 50 weeks. The more flexible version provides for a series of one-week terms. Students can sign up for any 36 out of the 50 weeks which are offered.

c. The Concept 9 or 7 Plan

Concept 9 or 7 is a variation of the Quinmester. The curriculum consist of 9 five-week modules. Students attend seven of the nine terms. Three additional one-week terms can be provided as intersessions. A variation of this is the Octamester. It consists of 8 five-week blocks and 6 one-week blocks. Students attend combinations of five-and one-week terms to equal the minimum of 36 , or may attend more.

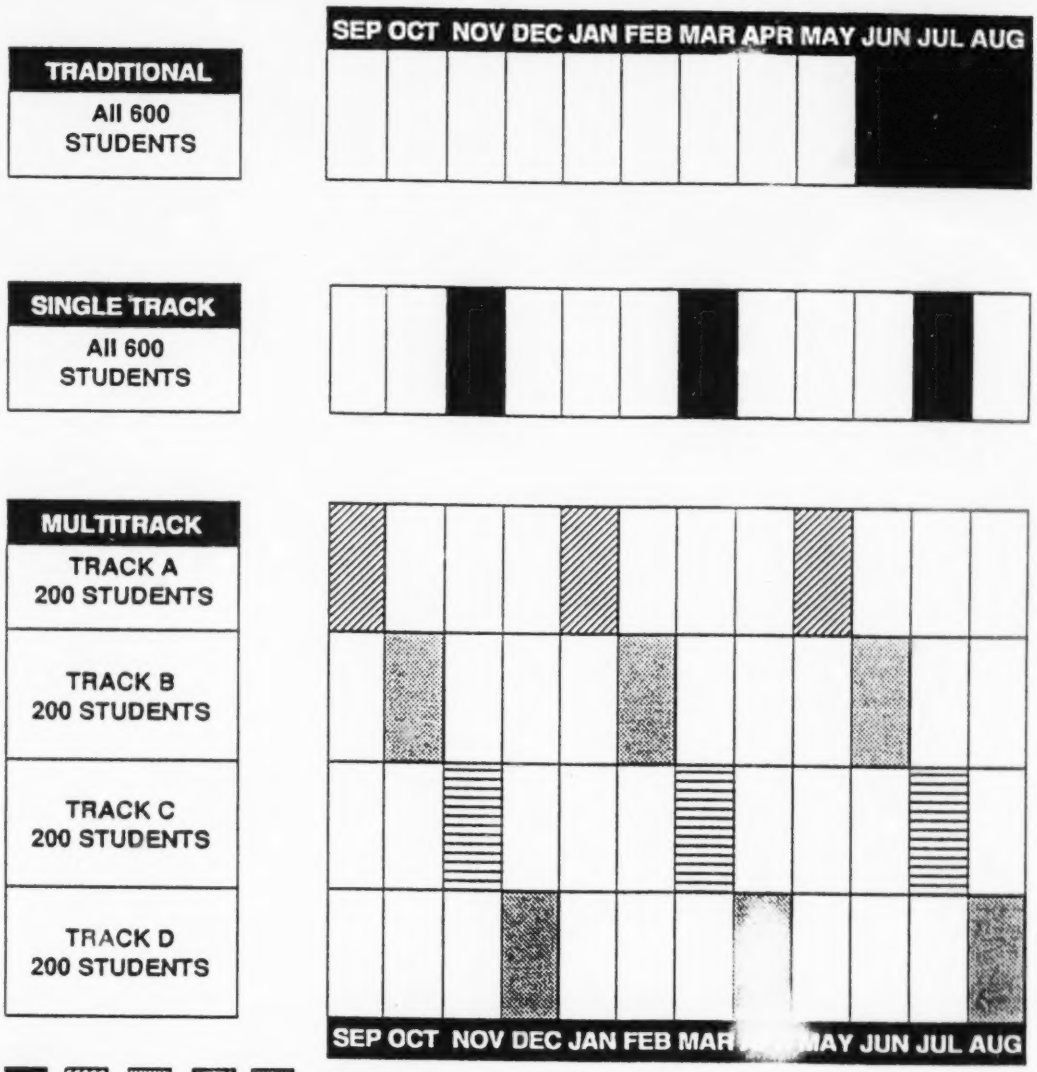
d. Additional Modifications

Concept 8 can increase its space potential by combining it with an extended day. For example, a school can offer 11 forty-five minute periods. Students attend the first seven or the last seven periods, reducing enrollment in the first four and last four. The three-period overlap is relieved through lunch provisions. This combination increases the space from 33 to 50 percent.

Concept 9 can increase its space potential by providing two periods of 25 days each of double shifting. Concept 6 can do the same thing within the framework of 240 days available by double shifting a minimum number of days.

Though these variations are not exactly the most ideal, they can provide for 50 percent additional space under present laws in schools which are more than 25-35 percent overcrowded, the space saved by year-round education without extending or double shifting in addition.

Chart 1
Attendance Patterns
Traditional, Single-Track and Multitrack Calendar Programs*
For A School Which Can Accommodate 600 Students At Any Time



* For purposes of illustration, we have assumed: (1) a "60-20" calendar (60 school days - or about 3 months - on and 20 days - or about one month - off); (2) that school starts September 1 and ends June 1, (3) no winter vacation, and (4) that full capacity increase can be obtained.

SINGLE TRACK CALENDAR

The so-called traditional school calendar is a single track plan which essentially includes a 180-day instructional block and a 3-month summer vacation. The single track/traditional calendar was designed to accommodate the needs of an agricultural economy; that need has long since passed.

A compelling body of research suggests that children are continuous learners, and that a three-month absence from the continuity and momentum of instruction is not an efficient delivery system. In effect, the traditional calendar, moves many children, three steps forward from September through June -- and one step backward during the three-month summer hiatus.

Vacations are important, but they could -- and should -- come in shorter less disruptive, blocks of time. There are a host of calendar options which address this concern with two, three, four or more vacation breaks during a school year.

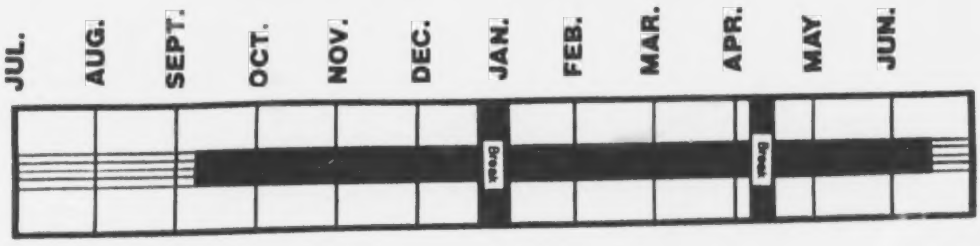
The 45-15 single-track calendar divides the year into four nine-week terms separated by four three-week vacations or intersessions. Students and teachers attend school for nine weeks (45 days), then they take a three-week vacation (15 days). This sequence of sessions and vacations repeats four times each year, thus providing the usual 36 weeks or 180 days of school.

The periods during which students do not attend school are called intersessions. These periods may be used for vacation, or teachers and students may choose to spend the intersessions for special one-, two-, or three-week remedial, enrichment, or for elective on-campus or off-campus learning opportunities.

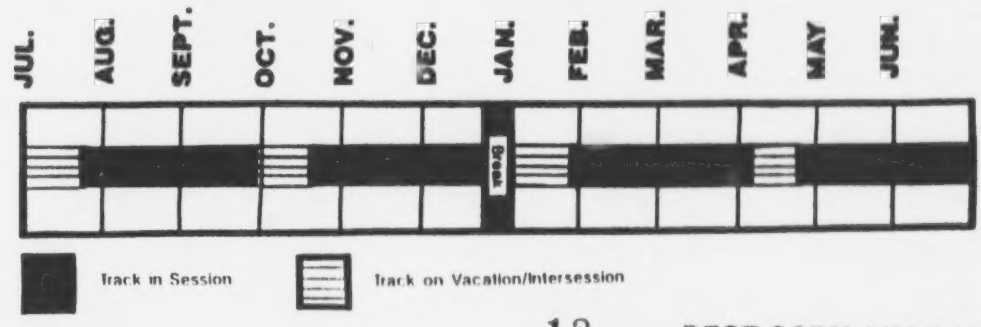
While many districts are finding the 45/15 single track plan a significant improvement over the traditional calendar, there are literally endless possibilities for creating a school calendar which enhances academic achievement and also responds to the demographics and the soocial dynamics of the 1990's.

These possibilities might include one of the three tracks from the Concept 6 calendar; one of the four tracks from the 45/15, 60/20 4 Quarter, or 90/30 calendars; or one of the five tracks from the 5 Quarter or 60/15 calendars.

TRADITIONAL CALENDAR



45/15 SINGLE TRACK CALENDAR



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One of 3 tracks from the

CONCEPT 6 CALENDAR

One of four tracks from the

45/15 CALENDAR

One of 4 tracks from the

60/20 CALENDAR

One of 4 tracks from the

4 QUARTER CALENDAR

One of 4 tracks from the

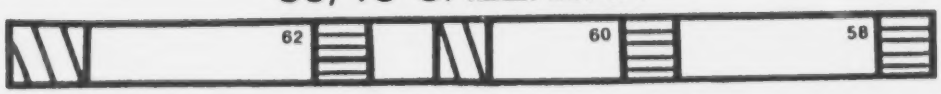
90/30 CALENDAR

One of 5 tracks from the

5 QUARTER CALENDAR

One of 5 tracks from the

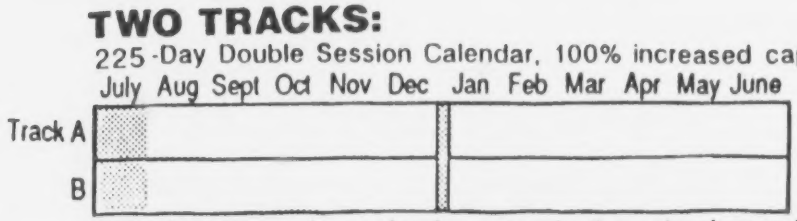
60/15 CALENDAR



EXAMPLES OF YEAR-ROUND CALENDARS

TWO TRACKS:

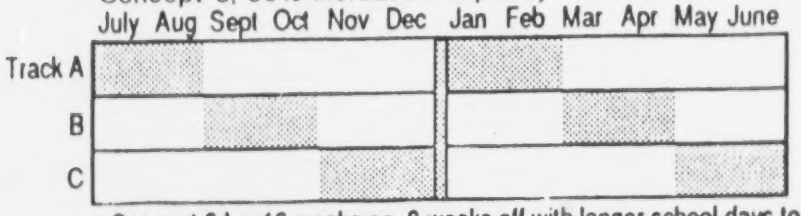
225-Day Double Session Calendar, 100% increased capacity



This double session calendar extends the school year to generate the required annual cumulative minutes of instruction.

THREE TRACKS:

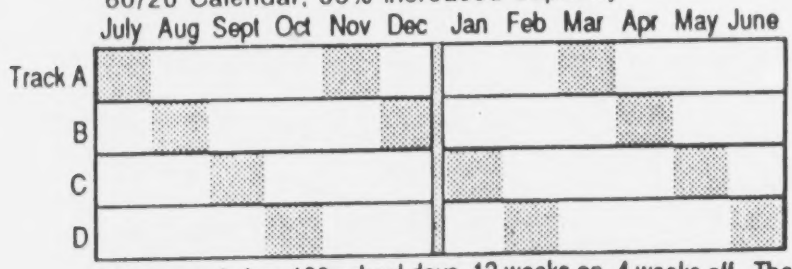
Concept 6, 50% increased capacity



Concept 6 has16 weeks on, 8 weeks off with longer school days to compensate for the 163-day school year.

FOUR TRACKS:

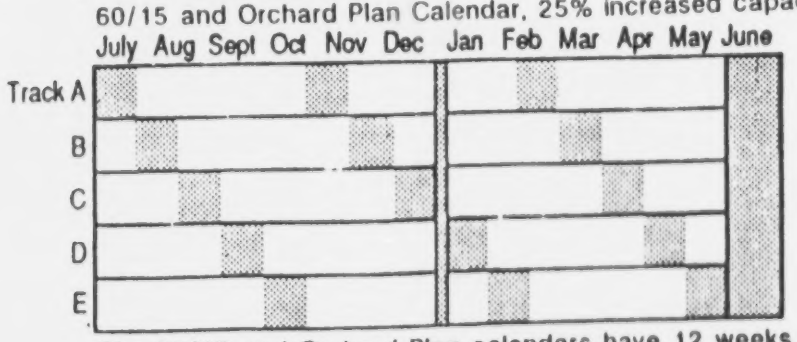
60/20 Calendar, 33% increased capacity



This example has 180 school days, 12 weeks on, 4 weeks off. The 90-30 Plan would have 18 weeks on, 6 weeks off while the 45-15 Plan has 9 weeks on, 3 weeks off.

FIVE TRACKS:

60/15 and Orchard Plan Calendar, 25% increased capacity



The 60/15 and Orchard Plan calendars have 12 weeks on, 3 weeks off with school closed for one month during the summer.

CONFIGURATIONS OF YEAR-ROUND EDUCATION

EXTENDED SCHOOL YEAR

- Lengthened from 180 instructional days not to exceed 247 instructional days. (247 days remain after Saturdays, Sundays, Federal and California State holidays are subtracted from the 365 day calendar.)

SINGLE TRACK

- Provides for a 180-day (or longer) instructional year.
- Provides for a multiple/modified vacation schedule.

TWO TRACK

- Increases capacity by up to 100%
- Double/Half-day Session program provided for 180 school days generally requires a shortened school day.
- A 225-day two track (double session) program may provide State-required cumulative annual instructional minutes.

THREE TRACK

- Increases capacity by up to 50%
- Concept 6 and Concept 6 Modified Calendars generally limited to 163 instructional days lengthened to accommodate State-required cumulative annual instructional minutes.
- Concept 6 offers 2 vacations/intersessions of approximately 41 days each.
- Concept 6 Modified offers 4 vacations/intersessions of approximately 20 days each.

FOUR TRACK

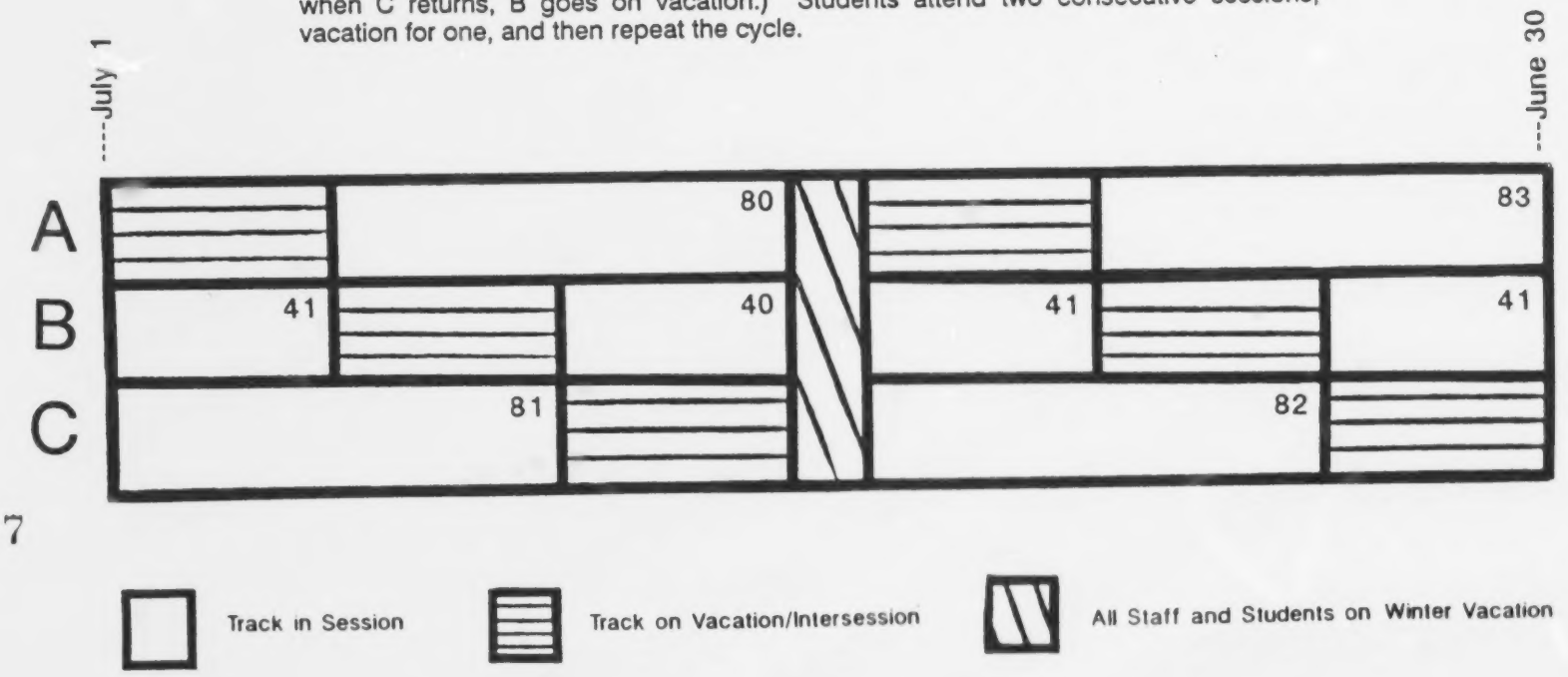
- Increases capacity up to 33%
- 45/15, 60/20 and 90/30 Calendars provide for 180 days of instruction.
- 45/15 offers 4 vacations/intersessions of approximately 15 days each.
- 60/20 offers 3 vacations/intersessions of approximately 20 days each.
- 90/30 offers 2 vacations/intersessions of approximately 30 days each.

FIVE TRACK

- Increases capacity up to 25%
- 60/15 Calendar may allow 197 days of instruction. Districts utilizing this calendar generally provide a 180-day instructional schedule per track with a common 3-week vacation for all tracks in the summer.
- Orchard Plan Calendar provides a common summer vacation month for teachers and students; students also receive 3 additional vacation/intersession breaks of 15 days each.

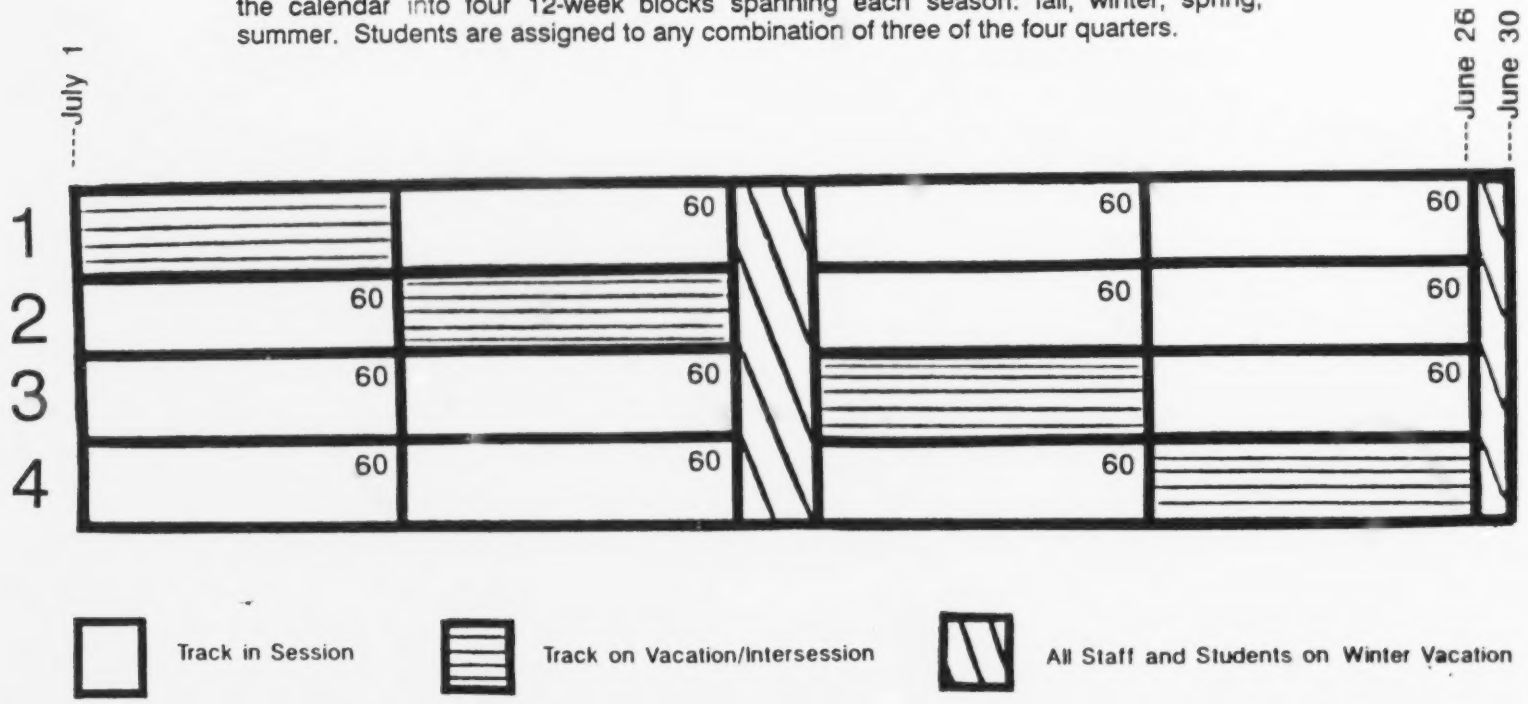
CONCEPT 6 CALENDAR

Concept Six is a 163-day calendar which divides the school year into six sessions of approximately 41 days each. The student body is separated into three group, only two of which are in school at any one time (A and B are in the building, while C vacations; when C returns, B goes on vacation.) Students attend two consecutive sessions, vacation for one, and then repeat the cycle.



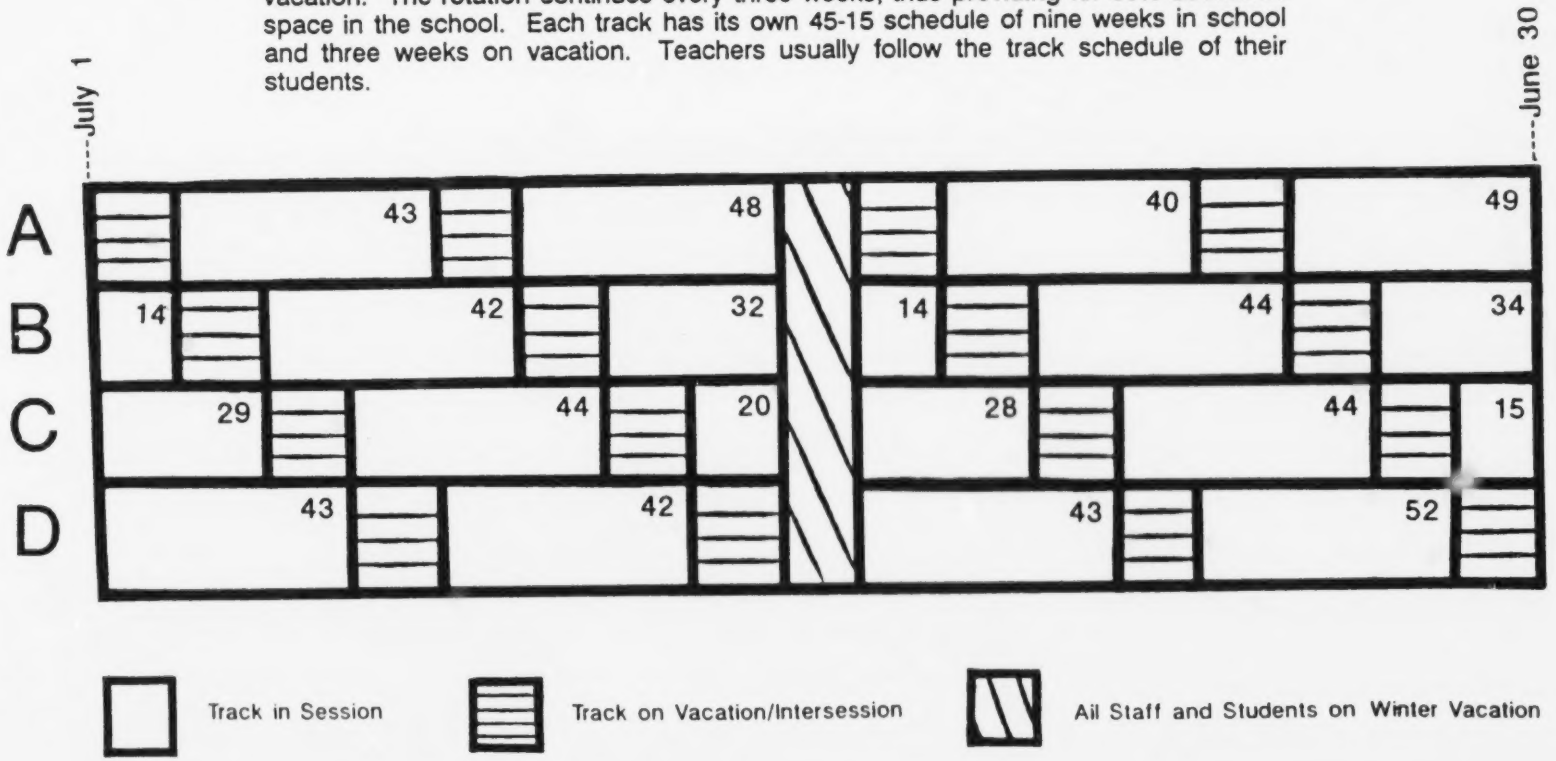
FOUR QUARTER CALENDAR

One of the best known plans, and perhaps the easiest to understand, is the quarter system. It was the first year-round calendar implemented in the early 1900's after the nationwide adoption of a common nine-month school. The Four-Quarter Plan divides the calendar into four 12-week blocks spanning each season: fall, winter, spring, summer. Students are assigned to any combination of three of the four quarters.



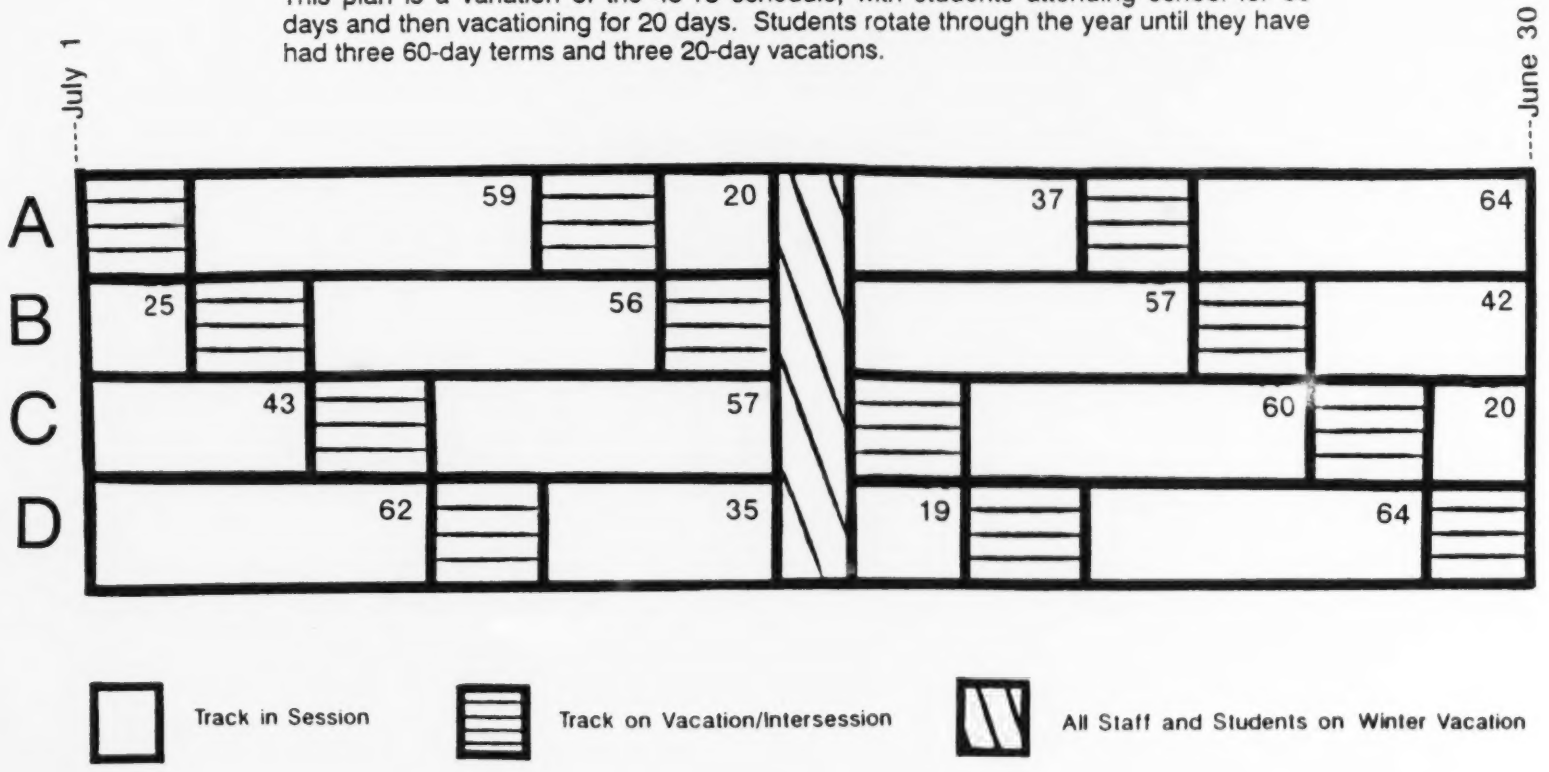
45/15 CALENDAR

In the 45-15 Multiple-Track Plan, students are divided into four group tracks. When tracks A, B, and C, are in school, Track D is on vacation. When D returns, A goes on vacation. The rotation continues every three weeks, thus providing for 33% additional space in the school. Each track has its own 45-15 schedule of nine weeks in school and three weeks on vacation. Teachers usually follow the track schedule of their students.



60/20 CALENDAR

This plan is a variation of the 45-15 schedule, with students attending school for 60 days and then vacationing for 20 days. Students rotate through the year until they have had three 60-day terms and three 20-day vacations.

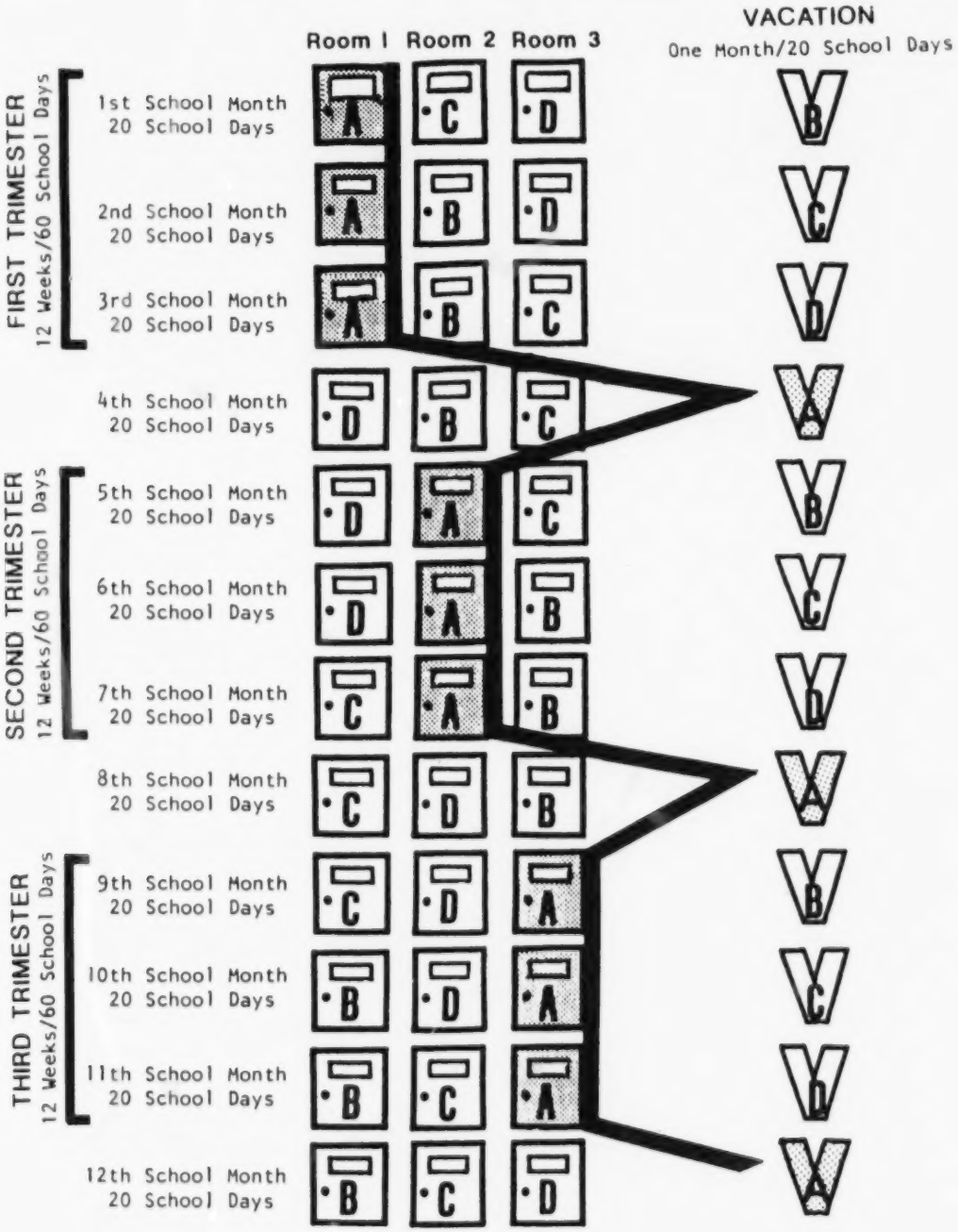


60/20 YRE CALENDAR

3 Classrooms Housing 4 Classes

A 60/20, four-track, YRE school can theoretically add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.

THE ROTATION SYSTEM



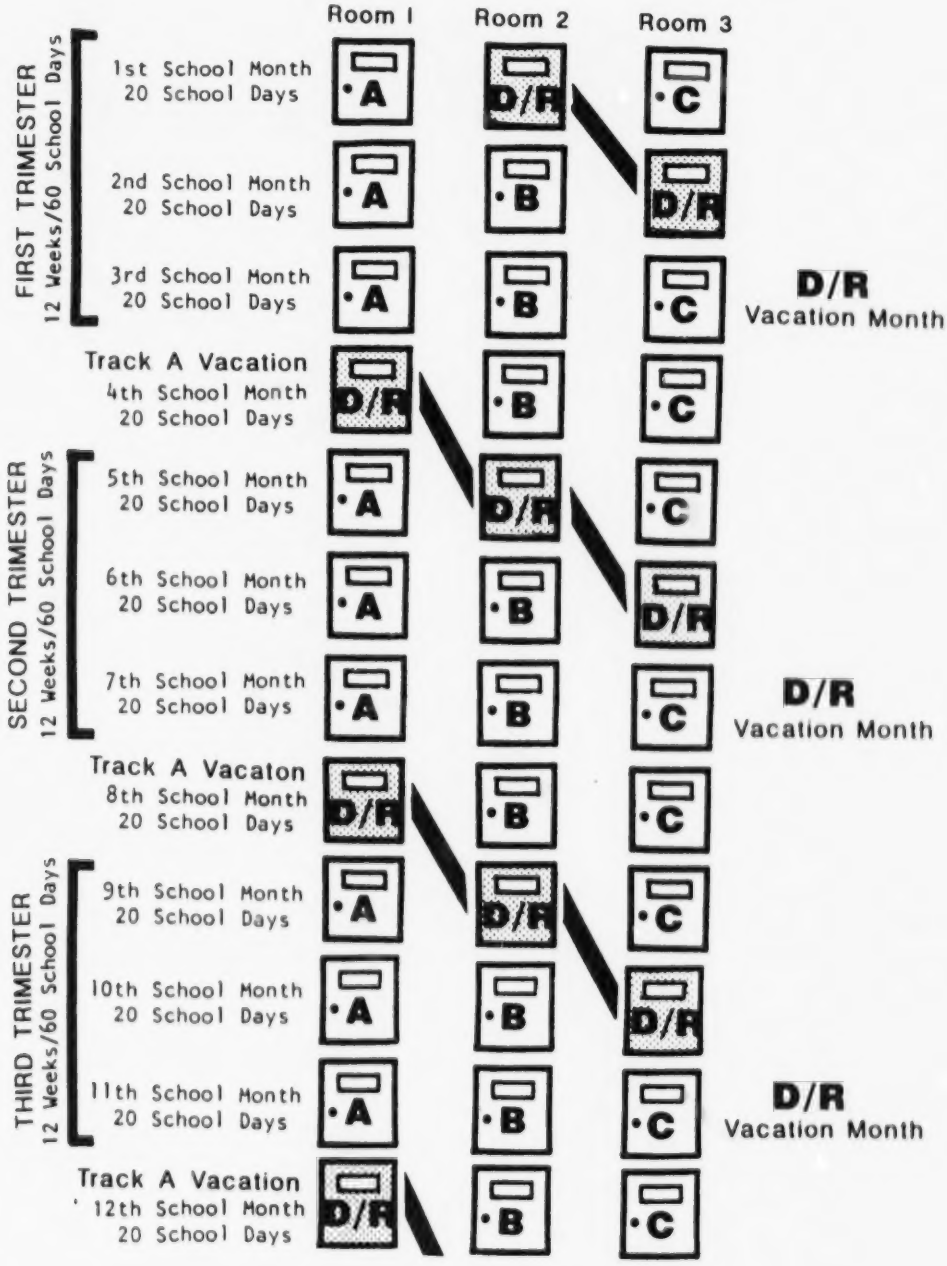
60/20 YRE CALENDAR

3 Classrooms Housing 4 Classes

A 60/20, four-track, YRE school can theoretically add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.

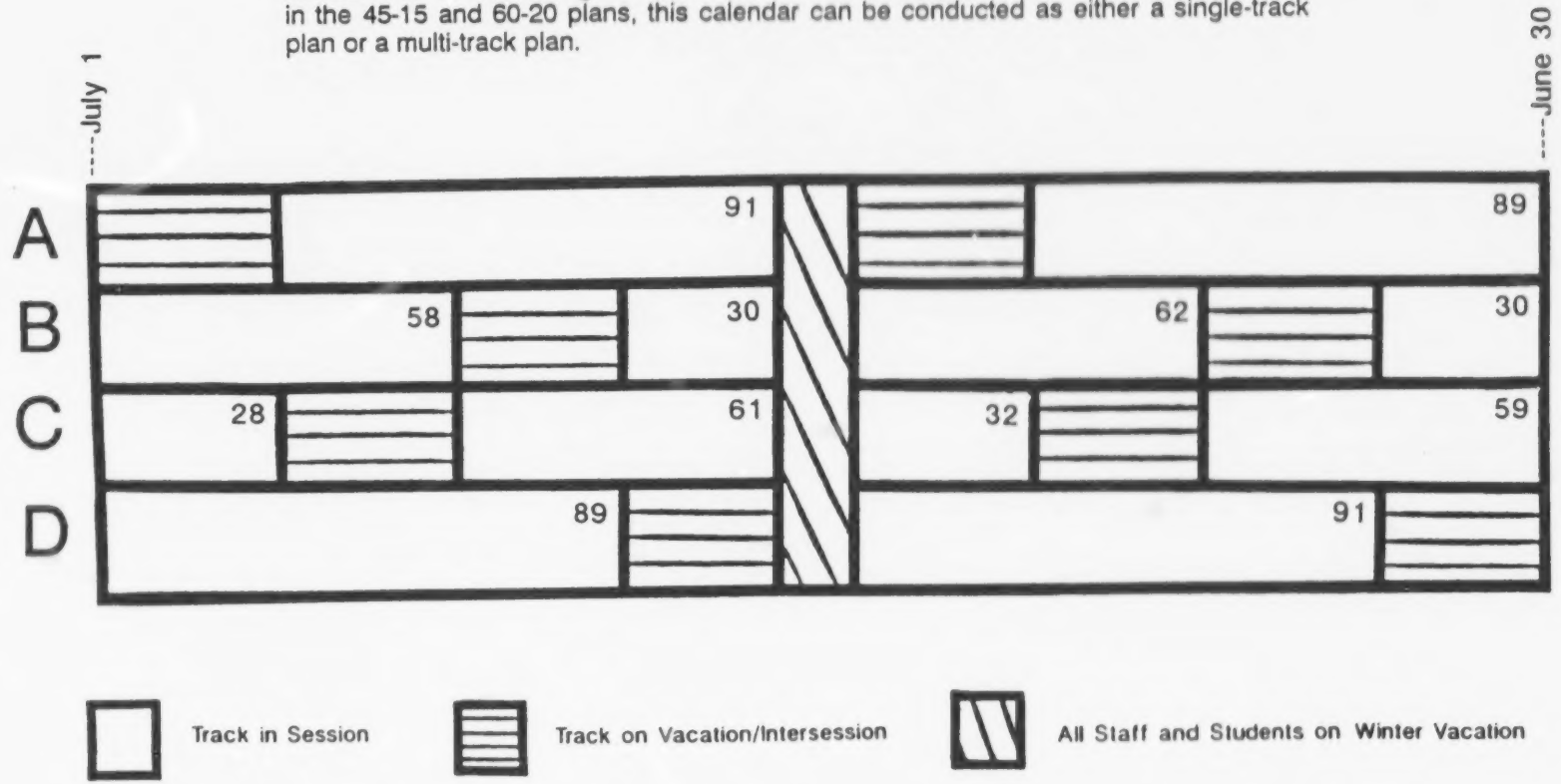
THE ROVER SYSTEM: D/R - Track D Rover

Tracks A, B, and C retain the same classroom throughout the school year; Track D "roves" from room to room each month as illustrated below.



90/30 CALENDAR

This schedule includes two 90-day semesters separated by a 30-day vacation period. Schools are closed during the traditional winter holiday period and spring vacation. As in the 45-15 and 60-20 plans, this calendar can be conducted as either a single-track plan or a multi-track plan.



Los Angeles Times

YEAR-ROUND '90/30' SCHOOL CALENDAR

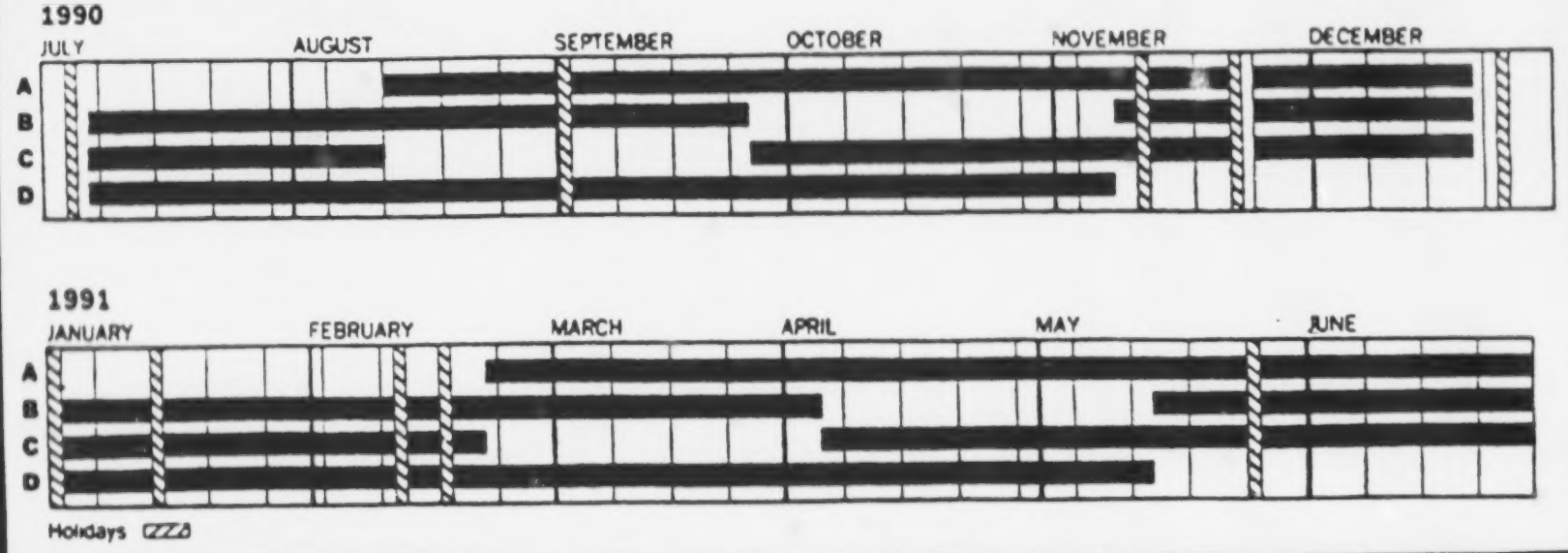
FEBRUARY 7, 1990

This is how the "multi-track 90/30" year-round calendar, adopted by the Los Angeles Board of Education Monday, might work.

District officials will be refining the calendar this spring. The calendar is called 90/30 because it provides two roughly 90-day academic terms and two roughly 30-day vacation breaks.

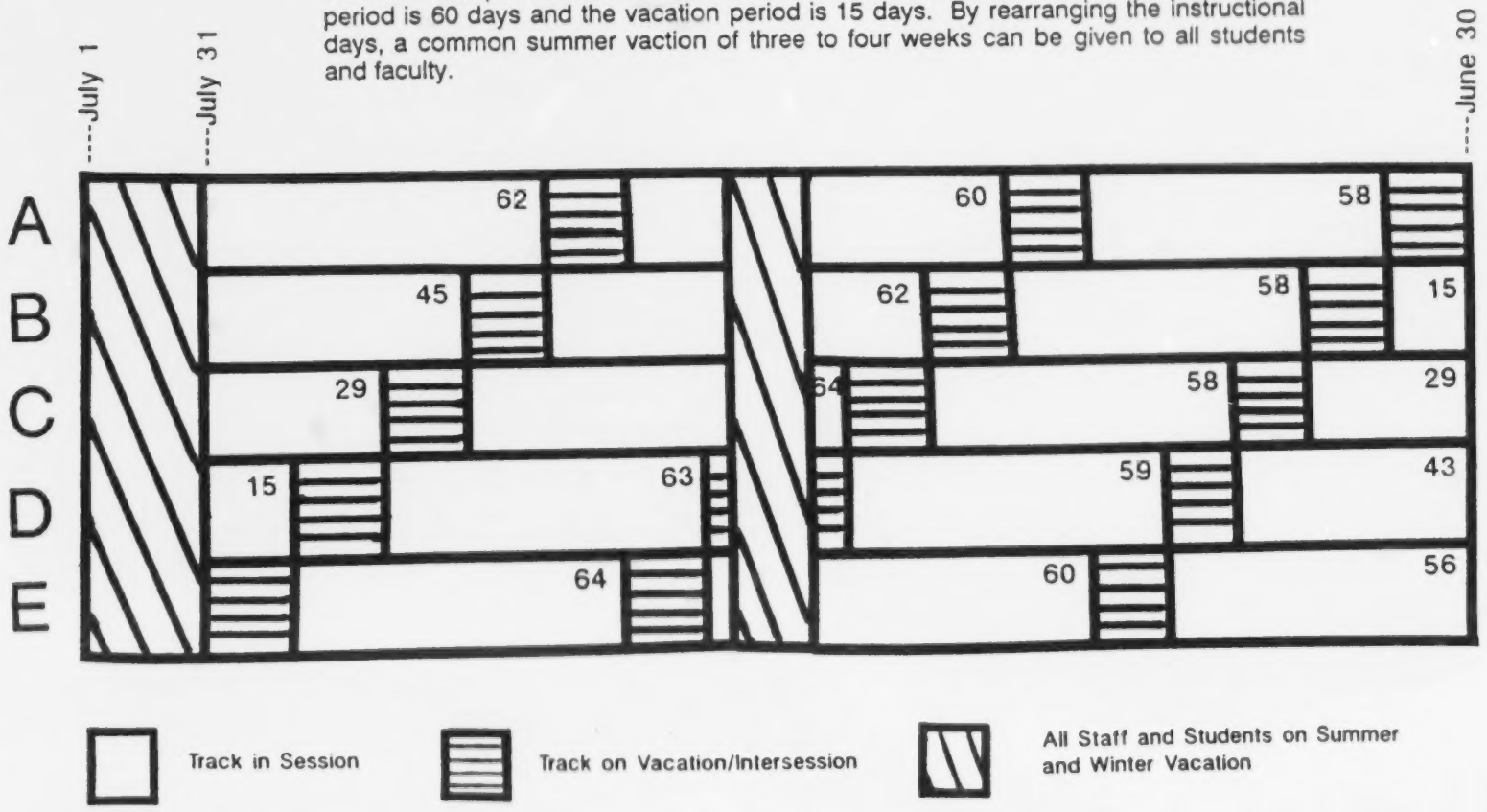
If a school chooses the "multi-track" version (A through D), enrollment would be divided into four groups, or tracks. Students on three of those tracks would be in school at any one time. Vacations would be rotated. This option would allow a school to operate through the summer months and thereby accommodate up to a third more students than it could under a traditional September to June calendar.

If a school chose single track (A only), no additional classroom seats would result. But this option would allow students to maintain the same schedule as students in the rest of the district.



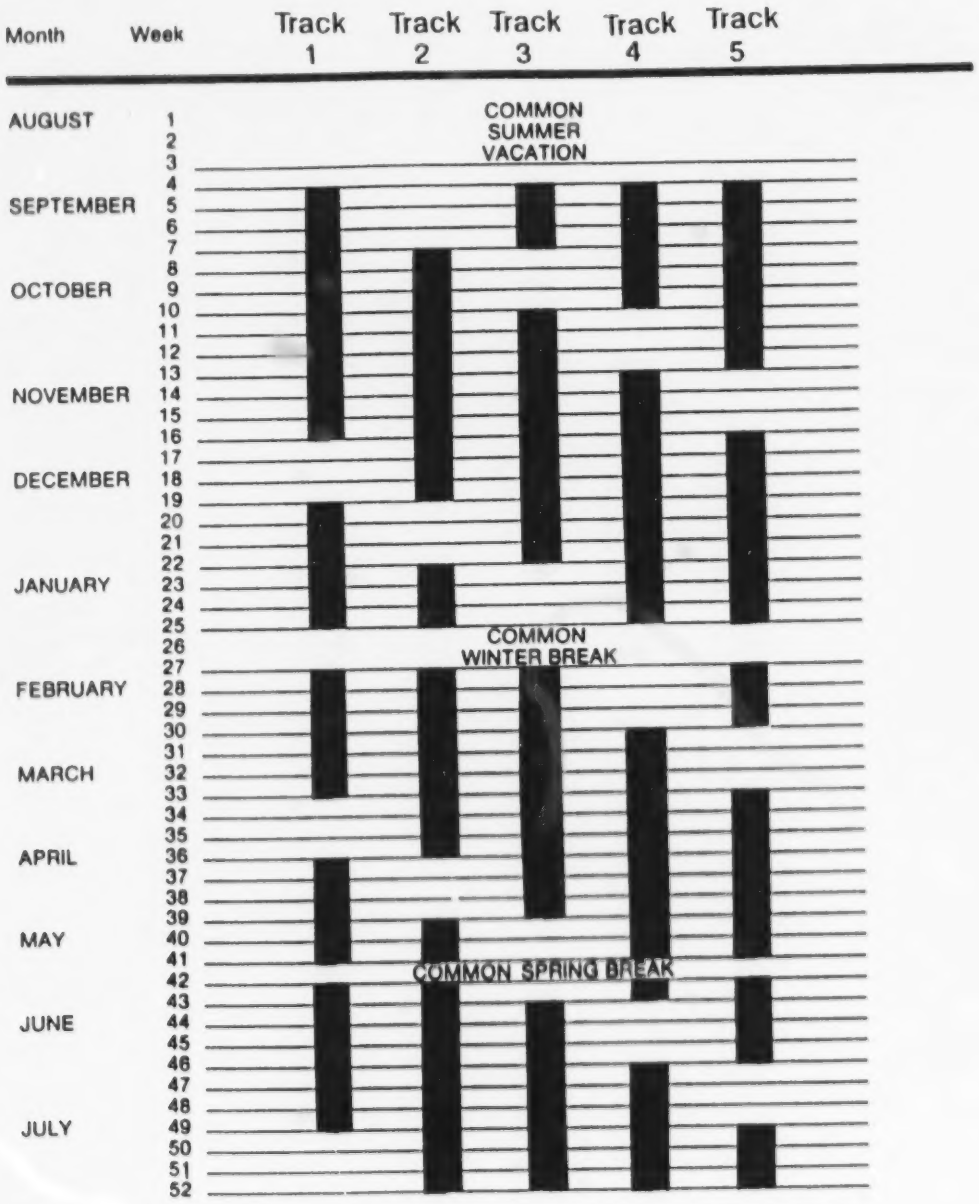
60/15 CALENDAR

This five-track plan borrows from both the 45-15 and 60-20 plans in that the instructional period is 60 days and the vacation period is 15 days. By rearranging the instructional days, a common summer vaction of three to four weeks can be given to all students and faculty.



THE ORCHARD PLAN

The Orchard concept is the same as the 60-15 calendar, except instead of rotating entire classes, the five tracks are created within the self-contained classrooms. If a class load is 35, there are five tracks of seven students; however, only 28 are in the room at one time (A, B, C, D are in school, while E vacations for three weeks). Teachers teach 225 days on an 11-month contract. Students attend three, 60-day terms in this plan, separated by three, 15-day vacation periods. This plan provides for a four-week summer vacation for all students and staff.



Advantages and Disadvantages of Year- Round Calendars

THREE-TRACK CALENDARS:

	Advantages	Disadvantages
Concept-Six	- Increases capacity by 50% - Long instructional blocks - Time and space for intersession is increased	- Longer academic day - One week off for winter vacation - 163 days of instruction instead of 180 - Admissions Day is not observed
Concept Six Modified	- Increases capacity by 50% - Less moves for roving elementary teachers when compared to 45/15	- 163 days of instruction instead of 180 - Longer academic day - One week off for winter vacation - Admissions Day is not observed

FOUR-TRACK CALENDARS:

45/15	- Short vacation periods - 180 days of instruction available - Increases a school's capacity by 33%	- Large number of moves for each roving elementary teacher - Short blocks of instructional time on Tracks B and C - Start-up and endings for each track are numerous
60/20	- Longer vacation (4 weeks) than in 45/15 - Longer blocks of instructional time than in 45/15 - Teachers are more willing to substitute than in 45/15 - Intersession is easier to schedule when compared to the 45/15 calendar - One less in/out for each track than in 45/15 - Twenty-five percent fewer moves for roving elementary teachers compared to the 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- Number of moves for each roving elementary teacher is more than in the 90/30 or Quarter-System calendars

	Advantages	Disadvantages
90/30	- Longer instructional blocks than 60/20 or 45/15 - Intersession easier to schedule than in 60/20 or 45/15 - Fewer changes for roving elementary teachers and affected students than in 60/20 or 45/15 - 180 days of instruction available - Increases a school's capacity by 33%	- All terms do not have a summer break
QUARTER SYSTEM: (Four-Term)	- Longer instructional blocks than 45/15, 60/20 or 90/30 - Fewer changes for roving elementary teachers and affected students than 45/15, 60/20 or 90/30 - 180 days of instruction available - Intersession is easily scheduled - Increases a school's capacity by 33% - Opportunity to access course offerings at the secondary level are maximized - Increased opportunity for enrollment in remediation and enrichment courses	- Uses, essentially, all calendar dates, i.e. there is no opportunity for a "break" between school years - Requires the re-calculation of course credits for secondary schools - Only one term (track) has summer break - Short instructional blocks/vacation periods are not available
FIVE-TERM CALENDAR	- All terms (tracks) receive a summer break of approximately three weeks - School can be "shut down" for approximately three weeks - Few changes for roving teachers - 180 days of instruction available for all terms - Quarter concept for allocation of course credit - Opportunity to access course offerings at the secondary level are maximized - The same holidays and winter break currently provided on the traditional calendar are retained - Space on the calendar for pupil free-days and/or potential extension of the school year--beyond 180 days is available - More opportunity for seasonal cleaning and maintenance when compared to all other year-round calendars - Increased opportunity for enrollment in remediation and enrichment courses	- Reduced increase in capacity when compared to four-track - Five-track calendars make organization more difficult in small elementary schools when compared to three or four-track calendars - Short instructional blocks/vacation periods are not available

	ADVANTAGES	ONE TRACK	TWO TRACKS	THREE TRACKS		FOUR TRACKS				FIVE TRACKS		
		Single Track	2 Tracks	Concept 6	Concept 6 Modified	90/30	60/20	45/15	4 Qtr.	60/15	Orchard	5 Qtr.
1	Increases school capacity by	---	100%	50%	50%	33%	33%	33%	33%	25%	25%	25%
2	Provides for 180 days of instruction	●	●	●	●	●	●	●	●	●	●	●
3	Enhances the continuity and pacing of instruction by breaking up the 3-month traditional summer vacation into 2 or more periods.			●	●	●	●	●	●	●	●	
4	Provides multiple vacation options for students and staff.			●	●	●	●	●		●	●	●
5	Provides opportunities for salary enhancement through substitute and/or intersession employment.			●	●	●	●	●	●	●		●
6	In general, the greater the increase in capacity usage, the more potential there is for savings/avoidance of operational and capital costs.		●	●	●	●	●	●	●	●	●	●
7	Provides for a common 3-4 week summer vacation for all students and staff	●	●							●	●	●
8	Provides multiple intersessions to accommodate enrichment and/or remedial instruction.			●	●	●	●	●		●	●	
9	Offers maximum opportunity for course offerings in a departmentalized program.	●	●	●	●				●			
10	If space and funding allows, students may attend for all four quarters.								●			
11	Retains a calendar which accommodates 2 semesters or 4 quarters	●	●		●	●		●	●			●
12	Requires fewer room changes, including start-ups and closings.	●	●	●		●					●	
13	Allows teachers and students to retain the same classroom all year.	●	●								●	
14	Permits the addition of school days beyond the required 180-day school year.	●	●							●		●
15	Provides full-year (11-month/225-day) employment with proportionate increase in pay for teachers.										●	

DISADVANTAGES	ONE TRACK	TWO TRACK	THREE TRACKS		FOUR TRACKS				FIVE TRACKS		
	Single Track	Two Track	Concept 6	Concept 6 Modified	90/30	60/20	45/15	4-QTR.	60/15	Orchard	5-QTR.
1 Requires class rotation or teacher rover.			●	●	●	●	●	●	●		●
2 Requires 3 or more "start-ups" and "endings."				●		●	●		●		
3 Requires additional storage space for teachers and students.		●	●	●	●	●	●	●	●		●
4 Requires a calendar schedule which does not coincide with a traditional school year calendar.	●	●	●	●	●	●	●	●	●	●	●
5 Utilizing a school facility for a greater number of days during a calendar year to increase school capacity places additional demands upon cafeteria, custodial, maintenance, instructional support and administrative services.		●	●	●	●	●	●	●	●	●	●
6 Student testing schedules will differ from track-to-track.			●	●	●	●	●	●	●	●	●
7 Graduations, Parent Conference days, annual music, athletic and other events must be given specific accommodations.			●	●	●	●	●	●	●	●	●
8 There is no common vacation break of longer than 3 weeks from all staff and students.			●	●	●	●	●	●	●		
9 Limits the school year to approximately 163 days which are lengthened to meet state requirements for cumulative annual minutes of instruction.			●	●							
10 Restricts "whole class" instruction since one of the five tracks assigned to a classroom is always on interession/ vacation.										●	
11 Winter vacation is generally limited to one week.			●	●							